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ABSTRACT

One hundred and forty-four strategies and techniques on motivation and discipline in the vocational classroom are listed in the document. The items were generated and subsequently ranked by 130 vocational educators from the 50 States using the Delphi Technique. The total ranking of all items is presented in table 1. The items, grouped into common areas by a Q-Sort, are then ranked in order of importance in the remaining 12 tables. For each item, the ordinal number of its rank is given along with its mean rating. The items are grouped in the tables according to the factors of: motivation, student control and discipline, teacher-student relationship, punishment, instructional tips, climate, planning, displays and fieldtrips, clubs, teacher traits, curriculum materials, and facility control. (NJ)

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MOTIVATION AND DISCIPLINE IN THE VOCATIONAL CLASSROOM: A DELPHI APPROACH

WILLIAM GARY WARD, Ed.D.

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VOCATIONAL AND TECHNICAL
CURRICULUM MATERIALS
CENTER,
207 WHITESITT HALL, KSC
PITTSBURG, KANSAS 66762

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PREFACE

This study began well over a year prior to this writing. It was initiated because of a felt need to improve my teaching of the concepts of motivation and discipline during the pre-service and in-service teacher training of vocational majors. Previous attempts had centered on the use of psychological and sociological theories and limited personal experience. This approach lacked realism and left too much of the practice of classroom control to the imagination of new or aspiring vocational teachers. The theories have internal voids, and methods for application were often lacking. Information to bolster these theories was needed.

Thus, a return to nomothetic research, but since it was impractical to follow teachers around and record their techniques, a modified procedure was needed. Since many would consider nomothetic research in this area a step backwards, a methodology utilizing a judgment factor of successful teacher techniques was required. The delphi procedure was selected. While delphi is used for many purposes, it is a method for arriving at agreement.

Thanks for assistance in the preparation of this study are well deserved by Lorene Seloom, who directed the secretarial work, Beverly Roper and Mary Gross, who typed and edited the final draft, and Professor D. W. Woolman, who directed the Q-Sort activities.

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INTRODUCTION

Success in teaching is not as difficult to define as we sometimes lead ourselves to believe. One factor which continually is found during investigations of successful vocational teachers, is their ability to control students. Without control, little productive learning will occur. While each successful teacher has a different pupil-control-ideology, there seems to be some consistent techniques and strategies. If one accepts that consistency, it then becomes reasonable that some of the techniques are transferable. These most consistent items could then be taught to other teachers. Thus, the purpose of this paper; to identify some techniques and strategies, and place such in an easily used and flexible learning package.

HOW TO USE THIS PACKAGE

While there are consistent techniques, an allowance must be made for individual differences. A teacher must be allowed to vary, but if one does not have a base to vary from, then they are simply wandering. This package contains a base.

Table I is a lineal listing of all the judged items. It gives an overview. Tables II-XIII are the same items grouped into similar areas. In these tables, writing space is left between each item. The idea being that while one might not want to use the tip exactly as stated, it might trigger other thoughts. Also, the ranking of the item and its probability of success score, can cue one to its predicted value. Perhaps most importantly, the user of an item or modified item should use the space to record how well it worked.

METHODOLOGY

A committee of four nationally known vocational educators nominated one hundred thirty vocational educators for participation is this study. One hundred were college and university vocational teacher educators. Thirty were secondary and post-secondary vocational teachers. All were selected because of their expertise as teachers and were located in all fifty states.

The nominated participants were contacted by letter, and were asked to list up to ten tips, strategies, and techniques on motivation and discipline for use in the vocational classroom. Motivation and discipline were not operationally defined. The initial response rate was sixty-two percent. A follow-up letter increased the response to eighty-seven percent. Just over five hundred items were submitted.

A local committee of three used a modified Q-Sort to group like items and remove repeated items. A final list of one hundred forty-four items was submitted by the committee.

A strong attempt was made to maintain the integrity of each item. Grammar, punctuation and tense were left original whenever possible. No attempt was made to develop "one-concept" statement.

The items were placed in a questionnaire format with a one to ten (one highest, ten lowest) rating scale. The questionnaires were mailed to all of the original participants. The response rate was ninety-two percent.

A mean score was derived for each item and the items were then lineally ranked. The total ranking of all items is presented in Table I. The items were then grouped into common areas by a Q-Sort. These groupings are presented in the remaining tables.

TABLE I

RANKING OF THE IMPORTANCE
OF FACTORS
MOTIVATION AND DISCIPLINE

RANK	FACTOR	AVERAGE RATING
1.	Be consistent and fair in grading, discipline, and work assignments.	1.5098
2.	Be honest with students in all circumstances.	1.5294
3.	Follow the same rules you expect the students to follow	1.6274
4.	Set the examples by displaying the traits you expect the students to achieve.	1.7647
5.	Approach all class activities with a positive attitude and show enthusiasm.	1.7800
6.	The teacher should be responsible for his own discipline	1.7916
7.	Establish a positive, success based environment rather than a negative failure one.	1.7962
8.5	You must believe in the importance of each lesson you teach.	1.8039
8.5	Plan courses for student success not ease of teaching	1.8039
9.	Demonstrate, by your enthusiasm, that the successful person is the one who enjoys their work	1.8431
10.	Show concern for the student by having a sincere interest in his future	1.8800
11.	Always have the class organized and the lesson ready before you step into the room	1.8823

12.	Keep facilities and equipment organized, maintained, and clean.	1.9411
13.	Make your expectations clear to students, do not threaten...follow through on expectations	1.9600
14.	Do not bluff your students	1.9600
15.	Keep students working at meaningful activities; no busy work	2.0000
16.	Always tell the students the purpose of the instruction	2.0576
17.	Time instruction so it is meaningful and relevant	2.0784
18.	Be friendly, fair, firm, and fun with all students	2.0980
19.	Keep up-to-date on teaching techniques and technical changes by PARTICIPATING in workshops, seminars, and conferences.	2.1000
20.	Provide the students with objectives which reveal what is expected of them in the course or program	2.1100
21.	Improve the students' self-concepts by giving them as much responsibility as possible	2.1372
22.	Have resource people discuss new and emerging jobs and the training that might be required.	2.1400
23.	Set-up teaching objectives which exercise a students' thinking reasoning, judgment, and creativity abilities and potentials.	2.1428
24.5	The more you treat the students as grown-ups, the more they will act like grown-ups	2.1600
24.5	Teach the students how to apply for jobs and assist seniors in setting up interviews.	2.1600

25.	Reveal in writing on the first day of class how grades are to be determined.	2.1730
26.	Use problem solving methods of teaching.	2.1764
27.	Have former students, who are successful, speak to the class.	2.2000
28.	Keep a current list of job openings posted in a strategic location.	2.2156
29.	Do not destroy the respect for certain job activities, such as maintenance, by using them as punishment.	2.2200
30.3	Challenge the students to meet industrial work standards	2.2400
30.3	Start off term with a firm stressing of neatness, safety, and general discipline. Be consistent.	2.2400
30.3	Have industry people speak, early in the term, on their expectations of employees.	2.2400
31.	Use advisory committees in program planning	2.2448
32.	Conduct a program overview at beginning so people will know scope in detail.	2.3000
33.	Have basic rules and impress the students with the necessity for obeying rules in business and industry	2.3076
34.	Utilize questioning techniques to get all students involved.	2.3333
35.	Have syllabus so students can see what will be required in each instructional unit	2.3600
36.3	Allow students to choose, with teachers approval, their area of specialization	2.3725

36.3	Give instructions for the level of the students, too slow is as bad as too advanced.	2.3725
36.3	Rules and policies should allow for flexibility and change	2.3725
37.	Stress the interesting challenges of the trade area.	2.4200
38.	Establish a reputation that your personal likes and dislikes of students will not influence their grades. This also reduces the number of apple polishers.	2.4509
39.	Have standard operating procedures for handling routine classroom activities.	2.4800
40.	Insure an accurate follow-up of graduates and share the results with the students.	2.5000
41.5	Establish a personal reputation of expecting maximum output from each student.	2.5098
41.5	Do not criticize students for small errors, encourage, do not push.	2.5098
42.	Even if he only gets a part of the job right, praise him for that.	2.5294
43.	Use group discussion on the shared responsibility of safety and proper equipment use.	2.5576
44.	Be very explicit in what you want each student to know and then test it.	2.5600
45.	Use discovery methods of teaching.	2.5918
46.	Relate all classroom instruction to "real world" activities.	2.6078
47.	Have field trips.	2.6530
48.	Have repetition on all major points that they must know.	2.6666
49.	Make the students cost conscience by pointing out cost of tools, equipment, and materials.	2.6938

50.	Utilize teachers in other fields (math, science, etc.) to assist in program planning.	2.7000
51.	Place letters and memos from potential employers on the bulletin board to let the students know you are in direct contact with these persons.	2.7200
52.	Keep written records of students' achievement and individually go over them.	2.7307
53.	Subscribe to several area newspapers during job-hunting time. The classified sections may list many opportunities in the area.	2.7346
54.	Discipline students in private, but make sure the other students are aware of the real action taken.	2.7692
55.	Present materials in an attractive and attention gaining manner (bright colors, variety, sudden changes).	2.8000
56.	Emphasize that a skilled person has a higher chance of always having a job.	2.8125
57.	Have students fill out a report form during or after the field trip.	2.8400
58.	Involve students as much as possible in total program planning.	2.8627
59.5	Make provisions for the students to have independent study to explore some parts of a course in depth.	2.8800
59.5	Have extended field trips where students can observe and study (not just walk through).	2.8800
60.	Inform each student where they stand at the end of each unit of instruction.	2.8846
61.	Encourage the reading of current technical magazines by having a reading rack and making assignments for oral reports.	2.8979

62. Require the students to plan as much of their work as possible. 2.9215

63. Provide opportunity for in-class presentations by students (demonstrations, lectures, etc.). Each student should be given the opportunity to show that he can do something well. 2.9400

64. Post the classroom rules and have the students enforce the rules. 2.9411

65. Do not punish an entire class for the infractions of a few. 2.9423

66. Encourage students to share out-of-school experiences and tie to course content. 2.9803

67.5 Have a display board where the best examples of the students' work (such as welds) are shown. As better examples come in they replace the existing. 3.0000

67.5 When working with an individual or small group, be sure the other students are occupied with something they can carry on alone. 3.0000

68. Reinforce students when they do a good job, what you reinforce is what you get. 3.0192

69. Get the students to recognize the problem as it affects him, his family, the community, and the nation by relating the problem to dollar and cents, money lost to denied commodities, extra labor and extra inconvenience. 3.0400

70. Bulletin board display of pictures of successful graduates, show promotions and list their position. 3.0416

71. Have a public relations program recognize the best students. 3.0600

72. Keep the classes small, more personalized training on one-to-one basis. 3.0961

73. Involve yourself in the students' life and activities around the school. 3.1132

74. Make the students aware of the high standards required to earn a passing grade. This is an attempt to make the student feel that a "C" or better is a proud achievement. 3.1224

75. Hold father-son, employer-employee, etc., banquets and give students awards for achievement. 3.1632

76. On occasion, give trouble-makers jobs of responsibility early in the course. 3.2040

77. Do not have areas in the shop which are hidden from your view. It is better to close it up or make it into dead storage than to have a place which is out of your view. 3.2115

78.5 Supply just enough information to solve a problem without telling complete solution. 3.2400

78.5 Keep an up-to-date progress chart posted for each student. 3.2400

79. Have students work only on projects which offer a challenge, but not so difficult as to be discouraging. 3.2448

80. Tie all examinations to the behavioral course objectives. 3.3396

81. Have the vocational club conduct community action programs. 3.3469

82. Have upper level students teach lower level students. 3.3636

83. Include occupational survey information in the lecture. 3.3846

84. Allow the students to assist in developing class content goals. 3.3921

85. Set a time limit for all individual work projects. 3.4528

86. Remove from class the students who are constant safety hazards to themselves and others. 3.5000

87. Use physical activities frequently, change pace often. 3.5098

88. Use peer pressure by having students help establish the policies and rule. 3.5283

89. Accept that in all learning that failure and trial and error, are inherent. 3.5490

90. Keep a map posted with pins showing locations of placed students. 3.5600

91. Use criterian-referent evaluation, not norm based evaluation. 3.5849

92. Have students write a job description using the Occupational Outlook Handbook. 3.6274

93. Try to only accept those students who really want your program, not those who need a place to go. 3.6400

94. Have the students arrange for resource speakers and demonstrations. 3.6600

95. Allow students to develop code for discipline and to administer code. Teacher must maintain veto rights. 3.6800

96. Pick up strong leader for shop foreman and have him "lead" the way you want him to lead. 3.7058

97. Have an outstanding class student award. 3.7692

98. If students' attendance does not meet standards, issue a certification of hours, not a regular diploma. 3.7755

99. Keep an up-to-date grade book which is open to the students. 3.7800

100. Make the students evaluate their own projects. 3.8269

101.	Reward students for good attendance.	3.8400
102.	Figure a way to keep the shop open one evening a week for students who want to work extra	3.8600
103.	Hold an open house and require all students to have a display	3.8750
104.	Permit student choice of applicatory activity	3.9200
105.	If students' work is not up to standard, give additional work until standard is met.	3.9622
106.	Have short, easy to score, test immediately after instruction.	3.9811
107.	Theory should be relatively brief, followed by shop activities to help prevent boredom on the students' part.	4.0000
108.	Try having the trouble making student do a more advanced project, maybe he is just bored	4.0392
109.	Have the students put on programs for assemblies and local civic clubs	4.0400
110.	Have short duration skill contest outside of class (field day)	4.0612
111.	Use peer evaluation of projects.	4.1730
112.	Have the students work toward the skill competition.	4.2083
113.	Reduce their grades for late work.	4.2307
114.	Contract with students for grades.	4.2549
115.	Place the responsibility for learning on the student as soon as possible. Get him "behind the eight ball," so he will have to work himself out of a problem situation.	4.3653
116.	If a qualified student finds work in his field, release him from school early.	4.3673

117.	Have a weekly evaluation via rating scale, on their work-values and attitudes	4.3921
118.	Insure the vocational club activities include all your students.	4.5294
119.5	Tell them at first of term that vocational education is a privilege and there are more applicants for the program than openings and if a student creates a discipline problem, they will be removed.	4.6800
119.5	Use a time clock and have the students punch in and out	4.6800
120.	Have skill contest in the class	4.7115
121.	From time to time, show students operations they cannot immediately understand. The frustration may challenge them.	4.8750
122.	Have a collection of 5-10 minute lessons (how to write a check, tie a tie, etc.) for use at the end of periods when the normal lesson runs a little short	4.9387
123.	Plan course for maximum laboratory/shop use, avoid book work as much as possible.	4.9800
124.	Set up a display case where the teacher displays their own work as examples	5.0000
125.	Give written notice to students who violate safety rules.	5.1764
126.	Require all of your students to be a member of the vocational club.	5.2352
127.	Organize seating arrangements and always insist that students are seated at beginning and ending of class	5.4285
128.	Make students memorize major concepts.	5.6274
129.	Try having a trouble-maker write a letter to the principle, his parents, and himself specifying what he is doing wrong and what will happen if he does not correct his behavior.	6.4800

130. Give the students a test over the grading procedure to insure they know how the grades will be determined. 7.1400

131. When I am lecturing, I walk around the room and run a doodle survey. If I see a large amount of doodling, I know I am missing them. 7.5769

132. Find out which shop work the trouble-maker likes the most and deny him access. 7.9583

133. After I hand-out a written test, I walk around the class and offer chewing gum to each student. The gum reduces their tension and gives me a discreet way to look for "cheat-sheets." 9.0000

TABLE II

RANKING OF IMPORTANCE
OF "MOTIVATION" FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
16.	Always tell the students the purpose of the instruction.	2.0576
22.	Have resource people discuss new and emerging jobs and the training that might be required.	2.1400
23.	Set-up teaching objectives which exercise a students' thinking, reasoning, judgement and creativity abilities and potentials.	2.1428
27.	Have former students, who are successful, speak to the class.	2.2000
30.3	Challenge the students to meet industrial work standards.	2.2400
30.3	Have industry people speak, early in the term, on their expectations of employees.	2.2400
34.	Utilize questioning techniques to get all students involved.	2.3333
36.3	Allow students to choose, with teachers approval, their areas of specialization.	2.3725

37. Stress the interesting challenges of the trade area. 2.4200

40. Insure an accurate follow-up of graduates and share the results with the students. 2.5000

41.5 Do not criticize students for small errors, encourage, do not push. 2.5098

42. Even if he only gets a part of the job right, praise him for that. 2.5294

49. Make the students cost conscience by pointing out cost of tools, equipment, and materials. 2.6938

52. Keep written records of students' achievement and individually go over them. 2.7307

53. Subscribe to several area newspapers during job-hunting time. The classified sections may list many opportunities in the area. 2.7346

56. Emphasize that a skilled person has a higher chance of always having a job. 2.8125

60. Inform each student where they stand at the end of each unit of instruction. 2.8846

62. Require the students to plan as much of their work as possible. 2.9215

63. Provide opportunity for in-class presentations by students (demonstrations, lectures, etc). Each student should be given the opportunity to show that he can do something well. 2.9400

66. Encourage students to share out-of-school experiences and tie to course content. 2.9803

68. Reinforce students when they do a good job, what you reinforce is what you get. 3.0192

78.5. Keep an up-to-date progress chart posted for each student. 3.2400

84. Allow the students to assist in developing class content goals. 3.3921

85. Set a time limit for all individual work projects. 3.4528

87. Use physical activities frequently, change pace often. 3.5098

99. Keep an up-to-date grade book which is open to the students. 3.7800

100. Make the students evaluate their own projects. 3.8269

101. Reward students for good attendance. 3.8400

102. Figure a way to keep the shop open one evening a week for students who want to work extra. 3.8600

104. Permit student choice of applicatory activity. . . . 3.9200

106. Have short, easy to score, test immediately after instruction. 3.9811

111. Use peer evaluation of projects. 4.1730

115. Place the responsibility for learning on the student as soon as possible. Get him "behind the eight ball," so he will have to work himself out of a problem situation. 4.3653

116. If a qualified student finds work in his field, release him from school early. 4.3673

117. Have a weekly evaluation via rating scale, on their work-values and attitudes. 4.3921

TABLE III

RANKING OF IMPORTANCE
OF STUDENT CONTROL-DISCIPLINE FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
6.	The teacher should be responsible for his own discipline.	1.7916
15.	Keep students working at meaningful activities; no busy work.	2.0000
24.5	The more you treat the students as grown-ups, the more they will act like grown-ups.	2.1600
30.3	Start off term with a firm stressing of neatness, safety, and general discipline. Be consistent. . . .	2.2400
33.	Have basic rules and impress the students with the necessity for obeying rules in business and industry.	2.3076
39.	Have standard operating procedures for handling routine classroom activities.	2.4800
54.	Discipline students in private, but make sure the other students are aware of the real action taken.	2.7692

64. Post the classroom rules and have the students enforce the rules. 2.9411

65. Do not punish an entire class for the infractions of a few. 2.9423

67.5 When working with an individual or small group, be sure the other students are occupied with something they can carry on alone. 3.0000

88. Use peer pressure by having students help establish the policies and rules. 3.5283

93. Try to only accept those students who really want your program, not those who need a place to go. 3.6400

95. Allow students to develop code for discipline and to administer code. Teacher must maintain veto rights. 3.6800

96. Pick a strong leader for shop foreman and have him lead the way you want him to lead. 3.7058

119.5 Use a time clock and have the students punch in and out. 4.6800

127.	Organize seating arrangements and always insist that students are seated at beginning and ending of class.	5.4285

TABLE IV

RANKING OF IMPORTANCE
OF TEACHER-STUDENT RELATIONSHIP FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
1.	Be consistent and fair in grading, discipline, and work assignments.	1.5098
2.	Be honest with students in all circumstances.	1.5294
10.	Show concern for the student by having a sincere interest in his future.	1.8800
13.	Make your expectations clear to students, do not threaten...follow through on expectations. . . .	1.9600
14.	Do not bluff your students.	1.9600
18.	Be friendly, fair, firm, and fun with all students.	2.0980
73.	Involve yourself in the students' life and activities around the school	3.1132

TABLE V

RANKING OF IMPORTANCE
OF PUNISHMENT FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
76.	On occasion, give trouble-makers' jobs of responsibility early in the course.	3.2040
86.	Remove from class the students who are constant safety hazards to themselves and others.	3.5000
98.	If students' attendance does not meet standards, issue a certificate of hours, not a regular diploma.	3.7755
105.	If students' work is not up to standard, give additional work until standard is met.	3.9622
108.	Try having the trouble making student do a more advanced project, maybe he is just bored.	4.0392
113.	Reduce their grades for late work.	4.2307
125.	Give written notice to students who violate safety rules.	5.1764

129.	Try having a trouble-maker write a letter to the principal, his parents, and himself specifying what he is doing wrong and what will happen if he does not correct his behavior.	6.4800
132.	Find out which shop work the trouble-maker likes the most and deny him access.	7.9583

TABLE VI

RANKING OF IMPORTANCE
OF INSTRUCTIONAL TIPS FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
11.	Always have the class organized and the lesson ready before you step into the room.	1.8823
17.	Time instruction so it is meaningful and relevent.	2.0784
20.	Provide the students with objectives which reveal what is expected of them in the course or program.	2.1100
25.	Reveal in writing on the first day of class how grades are to be determined.	2.1730
26.	Use problem solving methods of teaching.	2.1764

32. Conduct a program overview at beginning so people will know scope in detail. 2.3000

43. Use group discussion on the shared responsibility of safety and proper equipment use. 2.5576

45. Use discovery methods of teaching. 2.5918

46. Relate all classroom instruction to "real world" activities. 2.6078

48. Have repetition on all major points that they must know. 2.6666

69. Get the students to recognize the problem as it affects him, his family, the community, and the nation by relating the problem to dollar and cents, money lost to denied commodities, extra labor and extra inconvenience. . . . 3.0400

72. Keep the classes small, more personalized training on one-to-one basis. 3.0961

78.5 Supply just enough information to solve a problem without telling complete solution. 3.2400

80. Tie all examinations to the behavioral course objectives. 3.3396

82. Have upper level students teach lower level students. 3.3636

91. Use criterian-referent evaluation, not norm based evaluation. 3.5859

92. Have students write a job description using the Occupational Outlook Handbook. 3.6274

107. Theory should be relatively brief, followed by shop activities to help prevent boredom on the students' part. 4.0000

114. Contract with students for grades. 4.2549

121. From time to time, show students operations they cannot immediately understand. The frustration may challenge them. 4.8750

123. Plan course maximum laboratory/shop use, avoid book work as much as possible. 4.9800

128. Make students memorize major concepts. 5.6274

130. Give the students a test over the grading procedure to insure they know how the grades will be determined. 7.1400

131. When I am lecturing, I walk around the room and run a doodle survey. If I see a large amount of doodling, I know I am missing them. 7.5769

133. After I hand-out written test, I walk around the class and offer chewing gum to each student. The gum reduces their tension and gives me a discreet way to look for "cheat-sheets.". 9.0000

TABLE VII

RANKING OF IMPORTANCE
OF CLIMATE FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
5.	Approach all class activities with a positive attitude and show enthusiasm.	1.7800
7.	Establish a positive, success based environment rather than a negative failure one.	1.7962
9.	Demonstrate, by your enthusiasm, that the successful person is the one who enjoy their work.	1.8431
21.	Improve the students' self-concepts by giving them as much responsibility as possible.	2.1372

29. Do not destroy the respect for certain job activities, such as maintenance, by using them as punishment. 2.2200

36.3 Rules and policies should allow for flexibility and change. 2.3725

38. Establish a reputation that your personal likes and dislikes of students will not influence their grades. This also reduces the number of apple polishers. 2.4509

41.5 Establish a personal reputation of expecting maximum output from each student. 2.5098

44. Be very explicit in what you want each student to know and then test it. 2.5600

74. Make the students aware of the high standards required to earn a passing grade. This is an attempt to make the student feel that a "C" or better is a proud achievement. 3.1224

79. Have students work only on projects which offer a challenge, but not so difficult as to be discouraging. 3.2448

89. Accept that in all learning that failure and trial and error, are inherent. 3.5490

TABLE VIII

RANKING OF IMPORTANCE
OF PLANNING FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
8.5	Plan courses for student success not ease of teaching.	1.8039
31.	Use advisory committees in program planning.	2.2448
50.	Utilize teachers in other fields (math, science, etc.) to assist in program planning.	2.7000
58.	Involve students as much as possible in total program planning.	2.8627

TABLE IX

RANKING OF IMPORTANCE
OF DISPLAYS, FIELDTRIPS FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE
28.	Keep a current list of job openings posted in a strategic location.	2.2156
47.	Have field trips.	2.6530
51.	Place letters and memos from potential employers on the bulletin board to let the students know you are in direct contact with these persons.	2.7200

57.	Have students fill out a report form during or after the field trip.	2.8400
59.5	Have extended field trips where students can observe and study (not just walk through).	2.8800
61.	Encourage the reading of current technical magazines by having a reading rack and making assignments for oral reports.	2.8979
67.5	Have a display board where the best examples of the students' work (such as welds) are shown. As better examples come in they replace the existing.	3.0000
70.	Bulletin board display of pictures of successful graduates, show promotions and list their position. .	3.0416
90.	Keep a map posted with pins showing locations of placed students.	3.5600
124.	Set up a display case where the teacher displays their own work as examples.	5.0000

TABLE X

RANKING OF IMPORTANCE
OF CLUBS FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
71.	Have a public relations program recognize the best students.	3.0600
75.	Hold father-son, employer-employee, etc., banquets and give students awards for achievement.	3.1632
81.	Have the vocational club conduct community action programs.	3.3469
94.	Have the students arrange for resource speakers and demonstrations.	3.6600
97.	Have an outstanding class student award.	3.7692
103.	Hold an open house and require all students to have a display.	3.8750
109.	Have the students put on programs for assemblies and local civic clubs.	4.0400

110.	Have short duration skill contest outside of class (field day).	4.0612
112.	Have the students work toward the skill competition.	4.2083
118.	Insure the vocational club activities include all your students.	4.5294
120.	Have skill contest in the class.	4.7115
126.	Require all of your students to be a member of the vocational club.	5.2352

TABLE XI

RANKING OF IMPORTANCE
OF TEACHER-TRAITS FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
3.	Follow the same rules you expect the students to follow.	1.6274
4.	Set the examples by displaying the traits you expect the students to achieve.	1.7647

8.5	You must believe in the importance of each lesson you teach.	1.8039
19.	Keep up-to-date on teaching techniques and technical changes by PARTICIPATING in workshops, seminars, and conferences.	2.1000

TABLE XII

RANKING OF IMPORTANCE
OF CURRICULUM MATERIAL FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
24.5	Teach the students how to apply for jobs and assist seniors in setting up interviews.	2.1600
35.	Have syllabus so students can see what will be required in each instructional unit.	2.3600
36.3	Give instructions for the level of the students, too slow is as bad as too advanced.	2.3725
55.	Present materials in an attractive and attention gaining manner (bright colors, variety, sudden changes).	2.8000
59.5	Make provisions for the students to have independent study to explore some parts of a course in depth.	2.8800

83.	Include occupational survey information in lecture.	3.3846
122.	Have a collection of 5-10 minute lessons (how to write a check, tie a tie, etc.) for use at the end of periods when the normal lesson runs a little short.	4.9387

TABLE XIII

RANKING OF IMPORTANCE
OF FACILITY CONTROL FACTORS

RANK AMONG ALL FACTORS	FACTOR	AVERAGE RATING
12.	Keep facilities and equipment organized, maintained, and clean.	1.9411
77.	Do not have areas in the shop which are hidden from your view. It is better to close it up or make it into dead storage than to have a place which is out of your view.	3.2115